

FAMILY LIFE EDUCATION 1 and 2 ACTIVITIES

Course Code: 5820 and 5821

A. Interpersonal/Communication Skills (Level 1)

1. Analyze the results of utilizing the decision-making process.

- Define decisions, values, goals, and conflicts.
- List steps in the decision making process.
- Collaborate on a goal and present to class.
- Identify personal decisions that influence one's quality of life.
- Identify human and nonhuman resources that may influence decision-making.

2. Demonstrate communication skills that contribute to positive relationships

- Define communication.
- Identify major forms of communication.
- Characterize positive communication.
- Role-play types verbal and nonverbal communication.
- Identify communication styles and the role they play in relationships.
- Describe the effect of positive and negative communication on interpersonal relationships.

3. Describe functions and expectations of various types of relationships.

- Identify the different types of relationships.
- Identify ways to develop meaningful relationships in the family unit.
- Recognize the positive and negative effects of peer pressure.
- Describe the functions of dating and an engagement period.
- Identify the dangers or risks of physical intimacy during dating.
- Role-play a mock wedding.
- Identify the role of personal values and goals in mate selection.
- Interpret love as the essential foundation of marriage.
- Research the marriage laws
- Distinguish between cultures and religious customs affecting family establishment.

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4. Analyze the emotional, physical, economic and legal responsibilities and benefits of marriage.

- Describe the legal responsibilities of marriage.
- Compare research on emotional stability and life span of married vs. single individuals.
- Evaluate steps to building a marriage.
- Make a list of the affects that a marriage partner can have on one's life.
- Interview a couple who has been married for more than thirty years to determine factors that contribute to a successful marriage.
- Use videos and resource persons to discuss physical and social changes adolescents may encounter as a result of their behavior. The students will work in groups to develop a list of results of how specific behaviors affect lifestyles.
- Make a marriage chart with a column for emotional, physical, economic, and legal responsibilities. Research the information and list at least five responsibilities in each column. Discuss your charts with your classmates.
- Research ways of determining the right marriage partner.
- Video tape or audio tape couples who have been married thirty years and more and find out what they would say caused their marriage to last. Discuss your findings with the class.
- Compare financial obligations for a single person versus a married couple.
- Role-play the legal responsibilities of marriage.
- Draw cartoons that show the benefits of marriage.
- Discuss the emotional, physical, economic and legal ramifications of getting too involved too soon.
- Invite a marriage counselor to talk to the class about the responsibilities and benefits of marriage.
- Research data on marriages regarding the divorce rate and other negative things that can happen in a marriage when the wrong person is selected.

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B. Health and Wellness (Level 1)

1. Analyze health and wellness practices.

- Identify physical, emotional, social, intellectual, health needs throughout the lifespan.
- Demonstrate skills for avoiding risky behaviors, i. e. alcohol and drug use, huffing, unsafe practices that cause disabilities, eating disorders, etc.
- Evaluate resources for health related information.
- Determine normal physical readings such as blood pressure, heart rate, cholesterol level, temperature, etc.
- Create a health plan to increase wellness.
- Have a medical professional speak to the class on wellness.

2. Identify proper nutrition habits and physical activities that promote a healthy lifestyle.

- Analyze food labels for nutritional content.
- Demonstrate how to achieve and maintain healthy body composition.
- Determine the amount of sleep required for an infant, teenager, adult and elderly person.
- Determine nutritional needs at various ages in the life cycle.
- Identify diseases associated with poor nutrition such as osteoporosis,
- Create an exercise program to maintain good health.

3. Identify factors that affect food safety and sanitation from production to consumption.

- Determine proper storage of food products in the home.
- Become certified through the Serv-Safe program.
- Identify the characteristics of healthy food products.
- Identify Food Borne Illnesses and their prevention.
- Compile ways to prepare foods to maintain nutrient content.
- Suggest ways to reduce fat, sugar, and salt in the diet.
- Relate fat intake to heart disease and cancer.
- Determine the health risk of a high salt and high sugar diet.

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4. Explain the impact of HIV/ AIDS, STI's, Chronic, and acute diseases on families and individuals.

- Visit or contact school and community health services for information.
- Research the affect of AIDS in Africa.
- Analyze the cost of HIV and AIDS in the USA.
- List common STI's and their treatments.
- List ways to prevent the spread of HIV/AIDS and STI's in our society.
- List common acute diseases that can impact the family (such as cancer, heart disease, diabetes, sickle cell, etc.).

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C. Family Development throughout the Life Cycle (Level 1)

1. Compare family life cycle stages with human development stages.

- Describe family role unique to each life cycle.
- Identify factors causing family role relationships to change.
- Categorize role relationship changes as natural, environmental, or self-imposed.
- Analyze various functions of families.
- Define and characterize human development stages.
- Discuss the family life cycle stages.
- Research and present information on the human development stages.
- Write scenarios about the family life cycle stages and the human development stages.
- Research the family life cycle and human development stages. Follow prescribed guidelines and create an electronic presentation and present your findings to the class.
- Locate pictures depicting the family life cycle. Design a display with captioned pictures explaining each cycle.

2. Explain how functions and structures of families change over time.

- Compare different definitions of family.
- Outline various family structures/systems/types.
- Develop a timeline showing the family and how the structure has changed over the last 50 years.
- Interview people from three different generations with prepared questions about the family functions and structures. Compare your answers in small groups.
- Compare family structures from different cultures.
- Evaluate factors involved in preserving the family as the basic unit of society.
- Research family traditions and celebrations
- Plan a cultural fair. Invite representatives from various cultures to talk about their customs regarding family life.

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3. Determine the importance of preparing for a family.

- Determine readiness for assuming a parenting role.
- Identify rewards and challenges of parenting.
- Identify and characterize behaviors of effective parenting throughout the life cycle.
- Identify issues faced when becoming a parent, i.e. moral, ethical, financial, emotional, social, physical, and psychological.
- Demonstrate respect for diverse perspectives, needs and characteristics of individuals and family.
- Invite a family planning professional to the class to discuss the importance of preparing for a family.
- Discuss different scenarios regarding males and females who did not prepare for a family as compared to males and females who did prepare for a family.
- Select a teacher-approved book about preparing for a family and write a book report highlighting the advantages of preparing for a family.
- Watch various family oriented television shows and discuss whether or not they made plans for their family. Base your discussions on facts.
- Have a class debate. One team take a stand for preparing for a family, the other team will take a stand for “just letting thing happen.” Points made should be based on research, not just opinions or feelings.

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D. Family Resource Management (Level 2)

1. Identify financial management needs of individuals and family (banking, insurance, credit, medical, budgeting, major purchases, and leisure activities).

- Practice writing checks, deposit slips, and reconcile a bank statement.
- Compare various types of automobile insurance coverage.
- Compare the differences between term and whole life insurance.
- Investigate the use of whole life insurance as a supplementary retirement plan.
- Calculate the cost differences of purchasing a major appliance using cash versus credit.
- Calculate the interest paid on an automobile loan.
- Calculate the interest paid on a 30 year mortgage.
- Evaluate health insurance options such as Standard Coverage versus an HMO.
- Investigate the pros and cons of Medicare and Medicaid.
- Compile a family budget for 1 month.
- Calculate the cost of caring for a newborn for 1 year.
- Calculate the cost of a one week vacation for a family of four.
- Choose at least 2 activities (such as movies, dinner out, bowling, etc.) and determine the cost for a family of four.
- Plan a mock wedding. Calculate costs. Generate electronic photo albums. Send out invitations, etc. Follow the guidelines of a true wedding with the plans. Contact formal wear stores for clothing, etc. Invite community, family and business/industry.

2. Analyze how knowledge and skills related to family resources affect the well-being of individual, and families.

- Investigate the consequences of a poor credit rating.
- Analyze a credit report.
- Determine ways to avoid identity theft.
- Recognize the importance of savings in a budget.
- Identify deceptive advertising techniques.
- Discuss the use of the bartering system when purchasing an automobile.
- Determine a monetary value for family contributions to the home.

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- 3. Identify costs of providing basic needs for families.**
 - Determine clothing budget for a family of four 1 year.
 - Compare store brand versus name brand products.
 - Determine the cost of furnishing a 3 bedroom home.
 - Determine the cost to feed a family of four for one month.
 - Given a budget, feed a family of four for 1 month.

- 4. Examine how work impacts the individual and family financially, emotionally, physically, socially, and intellectually.**
 - Compare the projected income of a high school dropout, high school graduate, bachelor degree, and advance degree recipients.
 - Discuss the emotional affect of job dissatisfaction.
 - Determine the cost of various college degree programs.
 - Compare blue color and white collar employment.
 - Relate job satisfaction with family contentment.

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E. Crisis Management (Level 2)

1. Explore different types of family crisis.

- Discuss the impact of unemployment on a family.
- Discuss the effects of divorce and remarriage on a family.
- Describe how alcohol and drug abuse affects families.
- Identify ways criminal attack and rape effect families.
- Recognize the forms of child abuse and neglect and their impact on families.

2. Evaluate conditions affecting individuals and families experiencing crises.

- Identify methods of crisis management.
- Predict the impact of change and transitions over the life cycle.
- Describe the effect of suicide on a family.
- Examine the effects of life events on individuals' physical and emotional health. (illnesses, death, etc)
- Evaluate coping strategies.

3. Identify professional services and education for individuals and families experiencing crises.

- Select a family crisis, research information and create a brochure that can be distributed for needed information and services.
- Invite Crisis Interventionists to visit the class and develop a class service-learning project to address an on-going family crisis, i. e. emergency medical services, financial difficulties, elderly families in need, homelessness, etc.
- Create displays and brochures/handouts with available professional services. Give a brief description of each service with contact information.
- Plan a school-wide family professional services day. Have the students take charge, dress professionally, and host the day for others by providing any services needed by the invited guests. Invite professionals, community members, parents, students, teachers, etc to rotate through and talk with the professionals for information, etc. Have students write a brief essay about the experience.

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F. Careers

1. Integrate knowledge, skills, and practices required for careers involving the family.

- Differentiate among the terms “work”, “job”, “career,” and “volunteer.”
- Describe the interrelationship between work and family.
- Create ways to manage change and demonstrate independence and initiative in work, family and community roles.
- Make a chart that shows how you manage school, family, social, and work responsibilities.
- Examine various career interests and determine how a particular type of work would fit your desired pattern of family life.
- Compare various career choices for individuals and determine their potential impact on the family.
- Interview a person regarding career decisions and their relationship to meeting family needs.
- Define professional ethics.
- Discuss professional ethics in regard to employability skills in the global workplace.
- Examine the human services career cluster and select a career that may be of interest. Research the career and develop a presentation to share with the class and other invited guests.
- Correspond with professionals who work with families to determine education, skills, ethics, salary, etc. required for their position.
- Develop a career related portfolio. Use the FCCLA STAR events guidelines for Job Interview (includes resume, decision making, research, shadowing/mentoring/job experiences, etc) to develop the portfolio.
- Have a class career day one evening (if possible). Invite the community members, media, parents, other students, teachers, administrators, legislators, etc. Set up examples of student work, portfolios, displays, and presentations. Allow students to shine by explaining their work to the visitors.

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2. Explore family and community services career paths.

- Use information from a formal or informal assessment to determine the career path to follow.
- Research the preparation that could be made presently to determine greater success in the future.
- With a Guidance Counselor or a Career Development Facilitator develop a clear plan including a program of study, career experiences, higher education or other plans after exiting high school.
- Shadow a family and community services professional for a day to determine if this is the career path to follow.
- Invite family and community services professionals to the class to talk about their professions and highlight the benefits and some of the responsibilities that may not be as glamorous.